

**School for New Learning
DePaul University
Winter Term 2009/2010**

Course Syllabus: HC 194 Organizational Communications: Perspectives and Trends

1. General Information

Faculty: Kumiko Watanuki, Ed.D.
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Location: Loop Campus

Dates/Time: Wednesdays – January 6 – March 10, 2010
6:00 p.m. to 9:00 p.m.

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

2.1 Course Description

The study of organizational communication can be important to you for it can improve your understanding or organizational life, provides you with an awareness of important communication skills in organizations, and perhaps starts you on a path to a career in the field. Organizational communication is a complex and continuous processes through which organizational members create, maintain, and change the organization. Two important issues associated with this definition: First, it is important that all organizational members participate in this process, and second, shared meaning is not always achieved in organizational settings. Certainly, the process is mutual, and understandings are created, however, the interpretations created or derived from these interactions may not be mutual among all members of an organization.

There are at least three different perspectives of organizational communication: traditional, interpretive, and critical. These perspectives differ in the ways that they study organizational communication and in the assumptions that they make about the nature of organizations. The traditionalism has evolved from an early form into a different contemporary form. Early traditionalism understands organizations as machines and regards communication as a machinelike process. Recent traditionalism sees organizations as living systems and communication as a dynamic, organismic process. Interpretivism and critical theory have developed as serious alternatives to the traditionalist study of organizations. Interpretivists are concerned with the symbolic processes through which organizational reality is socially constructed, and critical theorists are concerned with the relationship between structure and symbolic processes

in the efforts to criticize oppression and the systematic distortion of organizational communication.

2.2 Faculty Biographical Sketch

Dr. Watanuki has more than 30 years experience in International Relations and Negotiation, Cultural and Workforce Diversity Initiatives, Human Resources Administration, HR Training and Development, Management Training and Leadership Development, Organizational Development and Systems Renewal. Dr. Watanuki facilitates a series of International Protocol and Interpersonal Communication and Negotiation Skills seminars to meet the needs of Americans doing business in Japan and the Asian countries as well as for the US based for-profit and not-for-profit organizations and institutions. She holds a BA degree in Management from Mundelein College Chicago, an MA degree in Organization Development from the Center for Organization Development (CORD), Loyola University Chicago, an MPhil (Master of Philosophy) in Social Anthropology from the School of Oriental and African Studies (SOAS), University of London; and a Doctor of Education degree (Ed.D.) in Adult Education from the National-Louis University Chicago.

2.3 Course Structure and Contents

The framework of this course is composed of seven modules. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help you focus your essential needs and desires. You will examine following different but related modules (topics) for developing your organizational communication skills:

Module 1: Organizational Communication: Its Functions, and Structure.

Module 2: Organizational Theories: Prescriptions for Control; Metaphors of Biology; and Communication and Culture

Module 3: Information Technology

Module 4: Cultural Control, Diversity, and Change

Module 5: Relationships: Group Relations, Leader-Member Relationship, Power, and Conflict

Module 6: Strategic Communication

Module 7: New Millennium Thought

3. Competences

The following is a list of competences for this course in terms of the content and process that you will be studying. The following will enable you to see a very clear relationship between the competence statements and the cognitive skills you will be acquiring and applying in this course.

- H-1-A Understands and can apply the principles of effective intercultural communications.
- H-3-D Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.
- L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
- S-3-F: Can analyze the integration of new technology (information/communication technologies) into a specific field of human endeavor from at least two perspectives.
- FX: Written by student/faculty.

4. Course Learning Goals

After completing this course, you will be able to:

- Understand and view communication in its organizational context, with all of its complexity and messiness. (H-1-A, S-3-F)
- Discover communication exemplars as well as inefficiencies or ineffectiveness practices. (H-3-D)
- Understand and develop effective organizational/intercultural communication strategies. (H-3-D)
- Identify a communication problem that affects the organization and propose a solution using appropriate theoretical approaches. (H-1-A, H-3-D)

5. Required Textbook

Michael J. Papa, Tom D. Daniels, & Barry K. Spiker (2008). *Organizational Communication: Perspectives and Trends*. Los Angeles, CA: Sage Publications.

Supplemental Textbook (not required)

Steve May (ed.) (2006). *Case Studies in Organizational Communicating: Ethical Perspectives and Practices*. Thousand Oaks, CA: Sage Publications.

6. Learning Experience

6.1 Learning Strategy

- Lectures – Mini-lectures will be provided at each session.

- Readings – You are expected to complete each reading assignment and briefly summarize problems/issues brought up in the chapter.
- Discussion and debate – Individual’s reading summary is reviewed by the group members and the findings will be presented to the class for discussion and presentation.
- Collaborative learning – Participate in a small group exercise with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.
- Learning Project – Final Paper

7. Attendance and Participation:

SNL DePaul University anticipates that all students will attend all classes. 40% of coursework evaluation involves your attendance, active participation in, and contribution to classroom discussions and small group exercises. In the event of an absence it is imperative that you (1) let the instructor know in advance so that you will receive an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your “learning partner” who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe - course schedule of the syllabus for the future assignments.

8. Evidence the students will submit:

You will design and develop a Learning Project according to the Learning Project Guidelines provided at the first session. The learning project is a self-directed experience. It consists of individually determined goals(s) – competence statement(s) – based on individual career and educational needs and/or personal interests.

Your assignment is to develop a 6 – 7 page paper. This is equivalent to a 1500 –1750 word count paper, using 12 pt. font, double-spaced. Please use the APA (American Psychological Association) Style Guide format in writing your paper and citing sources. This is described in detail in the APA format online source at the following URLs:

http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8
<http://www.nutsandboltsquide.com/apa.html>

9. Grading and Assessment

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstance. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

10. Criteria for Assessment

10.1 Final Grade(s)

Organizational Communication is a graded course and **is not offered for Pass/Fail grading**. The final grade(s) will be determined based on the following point's allocation based on the total point of 100:

- Active participation in and contribution to the classroom discussions and small group exercises – 40 points
- Demonstrate the ability to analyze critical incidents being presented in the classroom – 10 points
- Completed Learning Project that reflects objectives and competences established.- 40 points
- Complete all homework assignments – 10 points

10.2 Course Grading Criteria

The learning outcomes for each competence will be assessed based on the written evidence that you present as required. The final grade is based on the successful completion of essay paper(s), classroom discussion, small group exercises, and reading assignments.

10.3 Course Grading Scale:

(For graded courses – This is the DePaul standard)

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	IN = Incomplete

11. Policy on Incompletes:

It is expected that you will complete all course assignments and evidence by specified due dates within the quarter. These are not automatic, and must be negotiated with an instructor before the end of the quarter. In circumstances which the instructor determines to be exceptional, when you are unable to complete require course work by the established due dates, you must request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completing a "Contract for the Issuance of an Incomplete (IN) Grade" specifying what needs to be completed in a time-frame not to exceed **two** quarters after the quarter of enrollment (Exception: Summer.) A copy of this contract must be submitted to the SNL for your file.

Incomplete grades that are not resolved within this time frame will be automatically converted to an "F" and may not be re-opened. For example, **the winter term 2009/2010's Incomplete grades will convert at the end of the fall term 2010.** Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, you will have no further opportunities to submit work for a passing grade.**

12. Academic Integrity:

All members of the DePaul community are bound by the University's guideline on academic integrity found in the student Handbook (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.

See <http://studentaffairs.depaul.edu/handbook/code16.html> for Academic Integrity Policy and <http://studentaffairs.depaul.edu/handbook/code17.html> for Academic Integrity Disciplinary Procedures.

13. **Class Schedules** will be provided at the first session of the class.